

DANBURY PUBLIC SCHOOLS

Danbury, Connecticut

POLICY

PARENT INVOLVEMENT

Adopted: 11/25/03

Policy No. 9-201*

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The Board of Education believes that the education of children is a cooperative effort among the parents, schools and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

We believe, and research shows, that increased parent involvement improves student achievement. Parent involvement initiatives in the Danbury Public Schools will accommodate diversity, be flexible and creative, promote effective two-way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.

Parent involvement activities will be coordinated at the district level. Each school will develop an annual plan for parent involvement activities. It is expected that this will create opportunities for collaboration between and among schools. The Superintendent will report annually to the Board of Education on district and school parent involvement activities. Requirements for state and federally funded programs will be met.

Title I Parent Involvement and Guidelines for all Parent Involvement

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

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In addition to the required annual meeting, at least three additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

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The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Legal References:
1112

Improving America's Schools Act, P.L. No. 103-382, Sec.
Local Educational Agency Plans.

Improving America's School Act (IASA), P.L. 103-382.

PL 107-110, “No Child Left Behind Act of 2001,” Title I –
Improving the Academic Achievement of the Disadvantaged,
Sec. 1118